AN ANALYSIS OF DIRECT AND INDIRECT SPEECH ACTS REALIZED BY THE CHARACTERS IN *THE STORY OF PRINCESS HASE- HIME*

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Abstract:

Rahmayanti, Yunia. 2020. An Analysis of Direct and Indirect Speech Acts Realized by the Characters in the Story of Princess Hase- Hime. This research was a descriptive analysis that discussed about direct and indirect speech acts in the story of princess Hase-Hime. In analyzing the script, there was used theory by Yule (1996). The data in this research based on the characters' utterances. The purpose of this analysis was to find out the types and functions of speech acts whether it is direct speech act or indirect speech act in the story, to find out the most dominant speech act, and its contribution to pragmatics teaching. From the analysis, it was found that both direct speech acts and indirect speech acts are used by the characters in this story. There were 32 direct speech acts and 15 indirect speech act. Based on the sentence form, from all total of direct speech act, it found 19 declarative, 11 imperative, and five interrogative sentence forms. In addition to this, for indirect speech act, there were eight imperative, 19 declarative, and five for interrogative sentence form. In addition, based on its function there were three functions of direct and indirect speech employed by the characters of Princess Hase-Hime story. For direct speech act, there were 19 statement, five question, and 11 order/request functions. For indirect one, there are only two functions, namely 15 statement and nothing for order/request and question functions. The researcher also found 47 speech acts employed by the characters in the story of Princess Hase-Hime (100%), it found 32 direct speech acts (68%) and 15 indirect speech acts (32%). It meant that the dominant one was direct speech act. The story of Princess Hase-Hime can be used as the reference or alternative source learning to pragmatics teaching.

Keywords: Pragmatics, Direct Speech Act, Indirect Speech Act, Short Story

1.   Introduction

In communications, language has an important role because it is used to deliver information, idea, feelings, desires of what the speaker wants in delivering language to the listener or to explain what the speaker wants the listener to do something in delivering language. According to A.S. Hornby (1989) in N.A. Wardani (2011), "language is a system of sounds, words, and pattern used by human to communicate, think, and feel". It is also used by the speaker for having social interactions.

Pragmatics is considered as a relatively new branch in the world of linguistics. It is not until the 1950s that the linguists finally found a way to study meanings in relation to the context, and they name it pragmatics (Trask, 2007: 226).

Today, the concept of pragmatics is not going too far from that term meaning. When we learn about pragmatics, we will be taught about how to choose the language for having conversations with others and understand what others are truly mean when they speak while still looking at the context and background knowledge. Instead, the writer will focus more on one of those branches which is speech act.

The purpose of communication itself is informative which means as requirements done by a speaker and delivered through language. When people try to communicate to others, they use utterances to express what they have in their mind toward the listener. In language system, the phenomenon is called as speech act, actions performed via language (Yule, 1996). Speech acts is prominent things of everyday communicative life. In general, speech acts proven by utterance. On any occasion, speech acts usually perform and action. Yule (1996: 48) mentions two types of speech act, namely direct and indirect speech act. Both of them usually happens in conversation between two people and more consciously and unconsciously.

Furthermore, direct speech act means the hearer will be easier got the point of what the speaker said. What the speaker says is equal to what the speaker does. Otherwise, there is no implicit meaning. The utterance is included to declaration sentence, and the speaker's intention is declare or announce something. Through that utterance, the speaker is doing something, which is changing the rule (Huang, 2007: 107).

As the matter of fact, speech act does not only find in daily life, but also in literature such as drama, monologue, story, poetry, and so on.

From the personal experience of the writer, pragmatics has a really complex and compact material. Speech act as a branch of pragmatics is one of the things that the students have to master, especially on how to analyze speech acts from utterances. However, the example in the class activities is spontaneous simple utterances most of

the time. The students need to get an example of how to analyze the speech acts from the short story. Because of that, students will learn to fully understand speech act and its components. In this research, the researcher will focus on direct and indirect speech act realized by the characters in a story. The existence of direct indirect speech acts can be found in story. Therefore, based on the description above the researcher is going to conduct a research entitled "*An Analysis of Direct and Indirect Speech Acts Realized by The Characters in the Story of Princess Hase-Hime*".

2. Literature review

2.1 Pragmatics

Trask (2007: 226) is defining pragmatics as the branch of linguistics which studies how utterances communicate meaning in context. Then, Paltridge (2012: 38) stated that, "Pragmatics is the study of meaning in relation to the context in which a person is speaking or writing. Last, Senft (2014: 3) stated in his book that, "Pragmatics is about how speakers use their language in various situation and context." He then proceeds to explain that context is what the speaker does when they speak and why do it.

2.2 The Definition of Speech Act

The study of speech act is study how to do thing with utterance. Like it is called, speech is the utterance and the act is an action. It is not only saying but also doing something

2.3 Direct and Indirect Speech Act

a. Direct Speech

When we use the exact words of the speaker to ask something is called direct speech (Jucker & Taavitsainen, 2008:30). Similarly, Syah et al. (2017) claims the system of direct speech which the exact words of the speaker are put within inverted commas or quotation marks. It is saying or reporting exactly what the person has said. It uses quotation marks. While according to Hurford et al. (2007:291), direct speech is the illocution that most directly indicated by a literal reading of the grammatical form and vocabulary of the sentence uttered. For example: The direct illocution of *"Can you pass the salt?"* is an enquiry about the hearer's ability to pass the salt.

b. Indirect Speech

Another way to report people's words and thoughts is using indirect speech act. According to Jucker & Taavitsainen (2008:33), indirect speech is when we use sentences or non-exact words that have a reporting clause and a reported clause to inform something. For many reasons, we are abiding by the politeness principle, and we don't wish to impose. We may ask for something to be done indirectly. The indirect speech is also known as the reported speech (Yuniati et al., 2018). It doesn't use quotation marks. What the person said doesn't need to be changed word to word. Here, the verb tenses are changed. Hurford et al. (2007:291) claims that indirect speech is any further illocution the utterance may have. For example: the class is hot. The indirect illocution of *"the class is hot"* is a request that the hearer needs to turn on the Air Conditioner (AC).

2.4 The Expressive Speech Act

J. R. Searle et al. (2002) explains that expressive speech act presents to mentions behabitives act by Austin. Expressive speech act is used to express the psychological state in sincerity condition about a state of affair in specified in the propositional content. Including the expressive speech act are welcoming, praising, blaming, etc. Del Campo Martínez (2015) stated that expressive means a statement of pleasure, pain, like, dislike, joy, or sorrow. It shows that expressive tell about speaker's feeling. The are some kinds of expressive speech act such as: direct and indirect, literal and non-literal, implicit and explicit (Meyer & F., 2009:50).

2.5 Short Story

According to Sultan et al. (2018), short story is a fiction extended by the author based on his or her imagination. Through ideas, emotion, desires and imagination to express impression of human life, short story must content itself with few character, few incident, scenes, or episodes, few setting and it take place in a brief span of time.

2.6 The Story of Princess Hase-Hime

The story of princess Hase-Hime is a fairy tale from Old Japan. This fairy tale is written by Yei Theodora Ozaki. The story tells about the early life of a Japanese girl namely Hase.

3. RESEARCH METHODOLOGY

This study used descriptive qualitative research method. The object of this study was the Story of Princess Hase – Hime script. Source of data was the story of Princess Hase-Hime. The researcher used this story as the story becomes one of the most read stories. Moreover, the readability level is 9.8, so it makes everyone loving it.

This research used non interactive way. The researcher analyzed direct and indirect speech act realized by the characters of the story of Princess Hase-Hime. For analyzing the data, the researchers applied data reduction and used some procedures to analyze the data.

4. FINDING

Finding

4.1 The Direct and Indirect Speech Acts Realized by the Characters in the Story of Princess Hase – Hime

This study aimed to find out direct and indirect speech acts realized by the characters in the story of Princess Hase-Hime, and the most dominant speech acts used in the story of Princess Hase-Hime. In this study, the researcher analyzed the transcript of conversation among characters in the story of Princess Hase-Hime.

Table 1

The frequency of direct and indirect speech act based on the form of sentence

No	Category of Speech act	Form of Sentence			Total
		Imperative	Declarative	Interrogative	
1	Direct	8	19	5	32
2	Indirect	0	15	0	15
Total					47

Based on the sentence form, the researcher found 32 direct speech acts and 15 indirect speech act. From all total of direct speech act, the researcher found 19 declarative, eight imperative, and five interrogative sentence forms. In addition to this, for indirect speech act, there were 15 declarative, nothing for imperative and interrogative.

Table 2

The frequency of direct and indirect speech act based on the function

| No	Category of Speech act	Functions			Total
		Statement	Question	Order/Request	
1	Direct	19	5	8	32
2	Indirect	0	0	15	15
Total					47

The table above showed three functions of direct and indirect speech employed by the characters of Princess Hase-Hime story. For direct speech act, there were 19 statement functions, five question functions, and eight order/request functions. For indirect one, there is only a function, namely 15 order/request statement functions.

4.2 The most dominant speech act used in The Story of Princess Hase Hime

For presenting the result of the calculation of direct and direct speech and knowing the dominant speech act used in the story, the researcher used a graph which showed the percentage.

Chart 1

The percentage of direct and indirect speech act
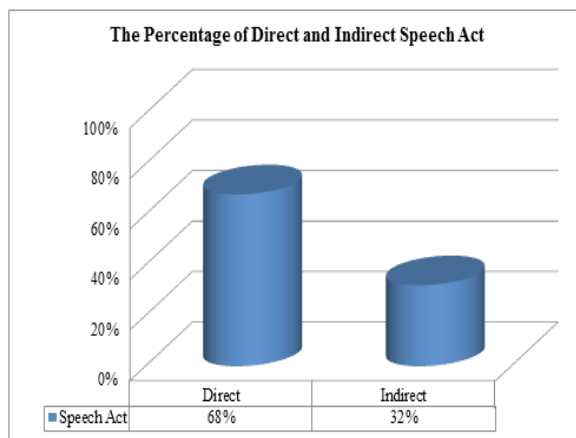
After analyzing and classifying the speech act used in Princess Hase-Hime story, the researcher discovered that from 47 speech acts employed (100%), she found 32 direct speech acts (68%) and 15 indirect speech acts (32%). It meant that the most dominant one was direct speech act. The gap between them was so big since the indirect speech act was only little.

5. Discussion

From the speech acts found in the 47 utterances, the researcher classified and analyzed it, then she calculated direct and indirect speech acts by types. Based on the result of the calculation, she discovered that the most dominant direct (68%) used by characters of Princess Hase-Hime story direct speech act, then it is followed by indirect ones 32%. She convinced that the conversation among the characters tended to be direct.

Yule (1996: 56) stated that indirect speech acts are generally associated with greater politeness rather that direct speech acts. Based on Yule"s opinion the conversation among the story's characters are less politeness because there were only 32% type of indirect speech acts. It happends for a reason.

Speech acts are verbal actions that accomplish something, namely stating, greeting, insulting, complimenting, pleading, flirting, supplying information, and geting work done. In this story, the characters delivered their conversation to the truth of some expressed proposition by stating, making a request, questioning, concluding, claiming, hypothesizing, telling and etc. They tended to utter it directly to the interlocutors. Therefore, in this study found many direct speech acts than indirect ones.

Furthermore, as the study was already conducted successfully and shown the result of its findings, the steps to analyze direct and indirect speech act which are mentioned in this study can be followed by readers or students, especially those who learn about speech act. Also, the study can be presented in pragmatics classes by students or lecturers as an example of how to analysis direct and indirect speech act from the short story. By presenting an example from the story of *Princess Hase-Hime* scripts as the object of this study, the students can have a better understanding about the material that the lecturers presented. Using the story of *Princess Hase-Hime* for learning pragmatics will improve students' knowledge and skills of using speech acts more efficiently. Various studies have also attested that reading short stories has a positive effect on the learners' use of speech acts because reading such texts can nurture all the other language skills (Alderson, 1984, as cited in Saidi & Al-Mahrooqi, 2012, p. 25).

As the matter of fact, the students in the present study reported that using short stories for teaching speech acts is quite a new trend exclusively used for demonstrating the extent to which short stories are a suitable medium for teaching speech acts (Heidari et al., 2020). There are several advantages to the use of short stories for teaching speech acts. First and foremost, short stories provide learners with

a positive motive to engage in meaningful conversations in L2 contexts because they are "intrinsically more interesting" (Peacock, 1997, p. 144). Second, good and true short stories not only absorb learners' attention and increase their focus on task, but they also provide them with insight into the target culture by helping them gain a real knowledge of the world (Goldberg, 2006). Third, short stories as authentic materials enable learners to mentally observe the way lexical items are used in real contexts, allowing learners "to gain an understanding of how words lexis function in real-world environments" (Willis, 1993, as cited in Friedman, 2011, p. 126). Fourth, short stories expose students to "the formation and function of sentences, the diversity of possible structures and the different ways of linking ideas" (Collie & Slater, 1987, as cited in Rashid et al., 2010, p. 89). As Butler (2002) states, short stories include authentic models that help students use various words and structures naturally and improve their pragmatic competence considerably. Finally, students' interaction with the short stories provides good opportunities to enhance their communication skills (Tomlinson, 2004, as cited in Butler, 2002). From a theoretical viewpoint, therefore, using short stories in language teaching contexts is very advantageous for it offers specific merits like authentic input, cultural enrichment, language advancement, and personal growth (Collie &Slater, 1991).

Providing of that, in the statement of the problem, the researcher stated that the result of the study can be a contribution to pragmatics teaching. Direct and indirect speech act realized in the story of Princess Hase-Hime can be used as the reference or alternative source learning and teaching. The students will be more enthusiastic to study speech act through the story of Princess Hase-Hime. Furthermore, the lecturer has to deliver the material in an interesting way in order to make the students engaged to it. For instance, he/she can ask one of students to give an opinion about the direct and indirect speech act used in the the story of Princess Hase-Hime.

Moreover, he or she can give some utterances from the story to the students, then ask them to identify what speech act types used in the story. For instance, in the utterance *"Don't trouble me, Hase-Hime! I have no time for your silly poems. Get away!"*, then ask the students to identify the utterance type and its function. Next, ask them to find the meaning of it. Through this way, the students will be more enjoyed in learning pragmatics. They will understand the use of speech act easily.

The writer did not find any other study that analyzed the direct and indirect speech act in the story of Princess Hase-Hime. Also, there is no researcher who used the object of the study that the writer used in this study. But, the writer found many studies that the topic is in the use of speech act, and the writer choose three among

them to be put in the previous studies such as: the study from Baker & Hansen Bricker (2010), Terkourafi (2011), and Gervasi (2014) which reported that speech act presents to explain how speakers use language to accomplish intended actions and how listeners determine and intended meaning from what is said. The result obtained in this study is in line with (Oktadistio et al., 2018) which reported that direct speech act was the dominant speech act. The speaker tended to utter what he/she meant directly to the interlocutors. At the same time, the conversations among the story's characters are less politeness.

6. Conclusion and suggestion

From the study above, several conclusions can be formulated as follows:

There were 32 direct speech acts and 15 indirect speech act. Based on the sentence form, from all total of direct speech act, it found 19 declarative, 11 imperative, and five interrogative sentence forms. In addition to this, for indirect speech act, there were 15 declarative, nothing for imperative and interrogative. In addition, based on its function there were three functions of direct and indirect speech employed by the characters of Princess Hase-Hime story. For direct speech act, there were 19 statement, five question, and 8 order/request functions. For indirect one, there are only a function, namely 15 order/request functions. The researcher found 47 speech acts employed by the characters in the story of Princess Hase-Hime (100%), it found 32 direct speech acts (68%) and 15 indirect speech acts (32%). It meant that the dominant one was direct speech act. The speaker tended to utter what he/she meant directly to the interlocutors. The conversations among the story's characters are less politeness because there were only 32% type of indirect speech acts.

The story of Princess Hase-Hime can be used as the reference or alternative source learning to pragmatics teaching.

Based on the analysis and explanation in the previous chapter, the writer would like to give some suggestions to the students, lecturers, and readers:

The students should learn more about speech act because speech act is really useful for avoiding communication error with other people. To have a more understanding, it will be good if the students could analysis the speech acts from a real example, like an interview, people conversation, and so on. The lecturers should have a more prepared example of speech act analysis that they will present in pragmatic classes. Learning strategy is one of the important element in teaching and learning process. That is why the teacher should set the teaching and learning process to be interesting. A speech act analysis from a real situation like an interview, everyday

conversation, or speech is good as it will show the students how speech acts work in the real world. The story of Princess Hase-Hime still has many aspects that can be studied. The readers should try to analyze the utterances using other theory of speech acts or analyze the speech from the view of its politeness, interaction, discourse and culture or others. The researcher also hopes that the next readers considers taking up the moral value, such as avoiding the act of underestimating and intimidating in the mini novel, which has been correlated to analysis of indirect speech act.

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